**LESSON PLAN**

**DIFFERENTIATION** by CONTENT and PRODUCT

according to student INTEREST ( based on Gardner’s MI theory)

**Unit Title:** Time

**Lesson Title:** Weather through seasons

**Curriculum Area**: Σύμφωνα με το αναλυτικό πρόγραμμα Δ.Ε.Π.Π.Σ.- Α.Η.Σ. : Η διδασκαλία της Αγγλικής Γλώσσας στο Δημοτικό στοχεύει ειδικότερα στην ανάπτυξη της ικανότητας των μαθητων να κατανοούν και να παράγουν προφορικό και γραπτό λόγο [όσον αφορά] κλιματικές συνθήκες, θερμοκρασία, έννοια του χρόνου και υποδιαίρεσή του.

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**Grade Level:** D class ,130th Primary School, Athens.

**Setting**: In the class there are 24 students,(10 boys,14 girls). There are 2 students with learning difficulties.

**Time required**: 45 min.

**Background**: The class is starting a new module at the public Primary School book, Unit 4 Time .The weather issue is introduced in the C class book ( Magic Book 2) and it is expanded in D class. In this lesson the book is put aside and the students are presented with the new material through other sources.

**Pre-assessment**: In the previous lesson the students have filled the first two columns of the K-W-L table with words they have already known about the weather, the months and the seasons (prior knowledge) and what they want to learn next.They also make a note of what their favourite season is. According to this last note they are divided into 4 groups (spring-summer-autumn-winter).

**Instructional Groupings**: Flexible grouping based on students’ interest (favourite season).For this reason the teacher uses the four-corner classroom. The point here is the students’ sharing of the same affiliation, although they are exposed to the same knowledge. What may be slightly different is the product, i.e. the classwork they have to do at the end: they are expected to deal with 5 out of 8 worksheets / tasks they are given.

**Materials and Sources**: Flashcards, a song from the class book used as a gap-filling exercise, a concept map (a visual organizer in the form of poster) for the written presentation of the new material, worksheets and written instructions based on exercises mostly found in Multiple Intelligences e-book by Rolf Palmberg, and the Internet. More specifically:

For the weather effects: <http://www.youtube.com/watch?v=GkQJMYOcp0U>

For the weather forecast: [www.weatheronline.co.uk/Greece](http://www.weatheronline.co.uk/Greece)

For the weather/seasons images (weather in art): <https://www.google.gr/search?q=weather+in+art&espv=2&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ei=EvBlVMzTK8uxPKyIgIgC&ved=0CB4QsAQ>

For the weather inspired music (weather in music):

Relaxing rain music with harp: <http://www.youtube.com/watch?v=ow-dhYYG94k>

Dan Gibson, Summer sublime: <http://www.youtube.com/watch?v=IsTzQvofxLQ>

Dan Gibson, The fallen leaves: <http://www.youtube.com/watch?v=8qyGwAHeRAg>

For The four seasons by A. Vivaldi:

Spring- <http://www.youtube.com/watch?v=KDZmxD5FQos>

Winter- <http://www.youtube.com/watch?v=393QISrq5dU>

Autumn- <http://www.youtube.com/watch?v=8x4GC0-Z0ZI>

Summer- <http://www.youtube.com/watch?v=VC3qO2V1AXY>

**Learning Objectives**: The students will be able to (according to Bloom’s

taxonomy):

***▪Recall*** and ***review*** previously learned vocabulary ( months, seasons, clothing).

***▪List***  and ***Memorise*** vocabulary about the weather and the seasons.

***▪Elaborate*** on previous knowledge.

***▪Apply*** the new words/phrases in a real situation. (ask/answer about the day’s weather).

***▪Relate*** seasons with weather effects and the right clothing.

***▪Visualise*** the newly acquired knowledge.

***▪Classify*** previous and new knowledge.

***▪Act out*** a semi-guided dialogue.

***▪Listen***  to weather effects and ***Label*** them.

***▪Incorporate***  old and new material into their own product (a poem).

***▪Produce*** oral or written work.

***▪Evaluate*** themselves.

**Procedures- Timing**:

***Teacher does/says Students do/say Approx.***

***Time***

|  |  |  |
| --- | --- | --- |
| T puts Sts in groups. |  | 2 min. |
| T writes the objectives on the board and explains them to Sts.  (▪ Review months and seasons ▪Ask and answer about the weather ▪Talk about what we do/wear in different seasons)  T also explains how the Sts will work that day. |  | 2 min. |
| T shows images of different seasons on the overhead projector and writes the words on the board after the Sts have responded. | Sts say what season it is (previous knowledge). | 2 min. |
| T shows weather flashcards (snow- it’s snowing,etc), asks and answers (What’s the weather like?-It’s snowing,etc) and writes the relevant phrases on the board, using weather symbols. | Sts repeat and practise by asking and answering in pairs. (They use the flashcards in turns) | 9 min. |
| T shows weather images on the overhead projector. | Sts say what weather conditions the pictures show. | 3 min. |
| T finds (youtube) and plays some music with weather effects incorporated. | Sts identify the weather in the music and say the right phrase. | 5 min. |
| T shows the weather forecast of the day for Athens on the overhead projector. | Sts read the symbols. | 2 min. |
| T gives Sts a pack of 8 worksheets (for all types of intelligence) and explains each. | Sts have to complete the activities in 5 out of the 8 worksheets writing their name on them. | 20 min. (or more!!) |

**Post-assessment**: The students tick a self-evaluation sheet with faces (happy/sad/neither happy-nor sad). In the following lesson they are given the K-W-L table again and they complete the third column.

**Reflection:**

{ mostly linguistic }

***Find 9 weather words in the grid:***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| C | H | R | A | I | N | I | H | H | O | T |
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| H | I | S | N | O | W | S | W | O | L | D |
| I | J | E | U | K | I | M | A | R | O | I |
| L | H | S | U | N | N | Y | R | E | U | M |
| L | S | I | D | C | D | Q | M | H | D | M |
| Y | H | W | B | A | Y | S | S | Y | Y | A |

***Fill in the gaps in the poem:***

THE SEASONS POEM

In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It’s sunny and it’s cold

And we make a snowman – it’s tall!

In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It’s warm and sunny

And we make an Easter bunny.

In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hot and sunny every day

And we swim and go on holiday.

In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The days are cloudy, rainy

School starts and our books are many. Name: \_\_\_\_\_\_\_\_\_\_\_\_

{ mostly logic/mathematical }

***Write the right number in the boxes:***

**TUESDAY**

What’s the weather like on Tuesday? morning

noon

evening

night C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0293828.wmf

**APRIL**

What’s the weather like in April? early morning 19 ∧C

afternoon 24 ∧C

evening 10 ∧C

1. It’s raining.
2. It’s cloudy
3. It’s warm.
4. It’s chilly.
5. It’s sunny with some clouds.
6. It’s cold.
7. It’s sunny.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

{ mostly visual/spatial }

***Look at the flashcards and paintings and say what the weather is like*** ***and what season it is***. (It’s snowing, it’s cold, it’s winter, etc.)

***Move around to the four corners of the classroom (identified as the four*** ***seasons), choose from the realia there*** ***(clothes and/or accessories) and*** ***then report***: I have boots and an umbrella- it’s raining and it’s autumn,etc

**NB**: The teacher has already discussed in the previous lesson that different items of clothing and accessories are used in more than one seasons and some weather phenomena may appear in most seasons.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

{ mostly bodily/kinaesthetic }

***Move around the classroom and interview each other about their weather*** ***preferences***. ( Do you like cold/warm etc weather?).***Then tick***:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NAME | likes cold weather | likes chilly weather | likes warm weather | likes hot weather |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

{ mostly musical }

***Listen to The four Seasons by Antonio Vivaldi (extracts) and guess which part represents each season. Try also to relate some of the musical sound effects with weather sound effects.***

**Season Weather effects**

|  |  |  |
| --- | --- | --- |
| Part A |  |  |
| Part B |  |  |
| Part C |  |  |
| Part D |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

{ mostly intrapersonal }

***Read this little poem:***

Christmas time

It’s Christmas time.

All I can see is snow, Christmas trees and presents.

So happy am I

With all these green and red and white colours

It’s Christmas time.

It’s Christmas time.

***Now write a similar poem about a season (with a title!):***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time

It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time.

All I can see is \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ .

So \_\_\_\_\_\_\_\_\_\_\_\_ am I.

With all these \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ colours.

It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time.

It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time.

Name: \_\_\_\_\_\_\_\_\_\_\_\_

{ mostly interpersonal }

***Read this skeleton dialogue and act it out with a classmate:***

Student A Student B

1.State what season it is.

2.Say what the weather is like.

3.Talk about the

temperature ( hot,

cold, etc)

4. Decide where you want to play.

(house, park, playground,etc)

5. Say what clothes you

can wear.

6. Say if you like/don’t like this

season.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

{ mostly naturalist }

***Look at the poster with the weather conditions and classify them under the following categories:***

**only in only in only in only in in some in all**

**winter spring summer autumn seasons seasons**

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K – W – L CHART

|  |  |  |
| --- | --- | --- |
| Know | Want to know | Learned |
|  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What names can you use and talk about ?  ***Tick the right face*:**

months & seasons C:\Users\MaRy\AppData\Local\Microsoft\Windows\INetCache\IE\5B36YYNQ\MC900423171[1].wmf C:\Users\MaRy\AppData\Local\Microsoft\Windows\INetCache\IE\IC6KBCK9\MC900423165[1].wmf

the weather C:\Users\MaRy\AppData\Local\Microsoft\Windows\INetCache\IE\5B36YYNQ\MC900423171[1].wmf C:\Users\MaRy\AppData\Local\Microsoft\Windows\INetCache\IE\IC6KBCK9\MC900423165[1].wmf

what we do/wear C:\Users\MaRy\AppData\Local\Microsoft\Windows\INetCache\IE\5B36YYNQ\MC900423171[1].wmf C:\Users\MaRy\AppData\Local\Microsoft\Windows\INetCache\IE\IC6KBCK9\MC900423165[1].wmf

in each season

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_